

Market Drayton Infant and Nursery School

Pupil Premium Report 2016



'An excellent, happy school where we enjoy learning.'

Pupil Premium Report to Parents September 2016

Overview

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from other families. From September 2016, the premium will be worth £1,320 and goes to students who at any point in the past 6 years have been in receipt or eligible for Free School Meals (FSM) or Pupil Premium Funding; £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. At Market Drayton Infants we pride ourselves on using the Pupil Premium to support our students with a specific focus on engagement in school life, curriculum support and engaging parents.

Objectives for Pupil Premium in this School

1. We will use the Pupil Premium to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. We will use the funding to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as our powers allow we will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Some of the main barriers for children in receipt of pupil premium are:

- Access to extra-curricular activities
- Coming to school in the correct uniform and correctly equipped for learning
- Parents being able to afford childcare so that they are able to consider going back to work
- Social and emotional needs, so that children are ready to learn
- Behavioural issues and needs
- Speech, communication and language needs - Market Drayton has the highest need in Shropshire

- Accessing the curriculum and closing the attainment gap
- Delay in physical development
- Parental engagement
- Attendance

School Policy

The Headteacher and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The Headteacher and leadership team regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

The governors' curriculum and finance committees in turn regularly and rigorously scrutinise the impact of our pupil premium spend to ensure that it is being put to best use.

Statistics

Number of pupils and amount of Pupil Premium Grant received:				
	2013-14	2014-15	2015-16	2016-17
Total number of pupils on roll	353 Nursery - Year 2	264 Reception - Year 2	266 Reception - Year 2	266 Reception-Y2
Total number of pupils eligible for Pupil Premium Grant	48 + 5 service children	55 + 3 service children	41 +2 Service Children +2 Children adopted from care	47 +2 Service Children +6 adopted from care
Amount of Pupil Premium Grant received per pupil	£900 Service Children £300	Ever 6 FSM* £1,300 Service children £300 Children adopted from care £1,900	Ever 6 FSM* £1,320 Service Children £300 Children adopted from care £1,900	Ever 6 FSM* £1,320 Service Children £300 Children adopted from care £1,900
Total amount received	£45,725	£59,400 (Provisional) £66,243 (Actual)	£58,520 (Provisional) £72,356 (Actual)	£74,040 (Provisional)

*Ever 6 FSM - If children have been recorded as eligible for FSM at any time over the last 6 years they will get Pupil Premium funding even if they are no longer eligible for FSM.

Strategy for using the funding

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

School Life:

Spent on	Aim	Impact								
Funding places on school trips/visits	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.	This has ensured full participation in all aspects of school visits as there are not any pressures on the families to fund visits. 100% of children entitled to Pupil Premium received this funding.								
Funding clubs and extra-curricular activities, including access to breakfast club	To ensure the children are able to participate and to give children the opportunity to experience new and challenging activities. Give parents access to pre-school care so that children in receipt of PP have fair access and opportunities for participation and are coming to school ready to learn.	<table border="1"> <thead> <tr> <th>Year</th> <th>% of pupils accessing</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>26%</td> </tr> <tr> <td>2014-15</td> <td>69%</td> </tr> <tr> <td>2015-16</td> <td>45%</td> </tr> </tbody> </table> <p>The percentage in the previous two years only took account of Year 1 and 2; this has now been widened to Reception, although the range of after school clubs is limited for them because of their age. The school will actively seek out parents to ensure that they are able to access extra-curricular activities and be supported in this.</p> <p>This is the second year that breakfast club has been offered to this group of pupils. 15 (27%) children have accessed breakfast club at different points. This has meant that the children are arriving on school on time and are ready to for their learning. An example of the impact that this has had for one child who has attended is that attendance prior to starting breakfast club was as low as 82% and the Education Welfare Ofiicer was involved. This year the attendance has risen to 94.5%. Therefore breakfast club has had a huge impact on attendance of the child and as a result</p>	Year	% of pupils accessing	2013-14	26%	2014-15	69%	2015-16	45%
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		the progress that the child has made over the last year has accelerated.
Purchase uniform and PE kit for families	Ensure that families are supported to purchase the necessary equipment for their children so that they are fully prepared for school and properly equipped.	All parents were offered basic uniform and PE kit at the start of the year. 92% of parents accessed this(Y1/2). This ensured that all children were wearing the correct uniform and were equipped for PE - an area that has traditionally been an issue.
Pastoral Support	Funding for Staff Members to attend 'Think Good Feel Good' Courses, targeting mental well-being. This will further develop their subject knowledge and ability to decide on the best targeted support for individual and groups of children. This will support children in the development of their social and emotional aspects of learning, so that they are prepared and ready to learn.	The school has employed a member of staff for 1 day per week for pastoral and parenting support and this is supported by one of the HLTAs (Higher Level Teaching Assistants). 4 children in receipt of pupil premium have received 1 to 1 support. This has helped the children to become emotionally secure so that they are more ready to learn. Next year the focus will be on small group work particularly focused in Year 1.
Behaviour Support	An independent consultant to support children who have been identified with a behavioural need. Training for all staff on positive behaviour management to strengthen the whole school ethos on positive behaviour management.	An independent behaviour consultant has worked within the school visiting at least twice per half term. Intense support has been provided for three children with a high level of need and advice on behaviour management strategies to support these children. As a result all children are now settled into the school routine and staff have a range of strategies for supporting and managing these children in class. There is planned transition work to the year group so that the children have continued support at the start of the next academic year. Of those accessing this support(3 children) 100% achieved the expected level in reading and 66% achieved the

expected level in all areas of reading, writing and mathematics.

Curriculum Support:

Spent on	Aim	Impact												
<p>Targeted TA intervention e.g. ELS, RWInc, Maths, Phonics</p>	<p>Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement.</p> <p>All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. The main focus will be in Literacy and Numeracy.</p>	<p>Reception: 45% of children in receipt of Pupil Premium achieved a 'Good Level of Development' at the end of the Foundation Stage. 60% attained the Early Learning Goals in the 'Prime' areas of communication, physical development and personal, social and emotional aspects of learning. This will be a target group of pupils in Year 1 focusing specifically on 'Talk Boost' and 'Kool Kidz'.</p> <p>Phonics Screening check(Y1): 73% of pupils in receipt of Pupil Premium passed the screening check. Three will need to have the recheck in Year 2 and this will need carefully targeted work.</p> <p>Phonics Re-check (Y2): Four children in receipt of pupil premium had to have the phonics re-check in Y2; 75% passed the check and the other child was one mark short. By the end of Year 2 96% of children in receipt of pupil premium passed the screening check (92% non-pupil premium).</p> <p>Year 2:</p> <table border="1" data-bbox="890 1626 1358 1982"> <thead> <tr> <th data-bbox="890 1626 1038 1805">Subject</th> <th data-bbox="1038 1626 1198 1805">KS1 Interim Assessments % achieving expected level or more</th> <th data-bbox="1198 1626 1358 1805">KS1 Interim Assessments % at Greater Depth</th> </tr> </thead> <tbody> <tr> <td data-bbox="890 1805 1038 1865">Reading</td> <td data-bbox="1038 1805 1198 1865">76% (75% Non-PP)</td> <td data-bbox="1198 1805 1358 1865">28% (25% Non-PP)</td> </tr> <tr> <td data-bbox="890 1865 1038 1926">Writing</td> <td data-bbox="1038 1865 1198 1926">56% (59% Non-PP)</td> <td data-bbox="1198 1865 1358 1926">20% (15% Non-PP)</td> </tr> <tr> <td data-bbox="890 1926 1038 1982">Maths</td> <td data-bbox="1038 1926 1198 1982">64% (78% Non-PP)</td> <td data-bbox="1198 1926 1358 1982">24% (17% Non-PP)</td> </tr> </tbody> </table>	Subject	KS1 Interim Assessments % achieving expected level or more	KS1 Interim Assessments % at Greater Depth	Reading	76% (75% Non-PP)	28% (25% Non-PP)	Writing	56% (59% Non-PP)	20% (15% Non-PP)	Maths	64% (78% Non-PP)	24% (17% Non-PP)
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<p>Speech and Language Support (part funded)</p>	<p>To ensure that children make accelerated progress in their speech and language development so that they are able to communicate at age appropriate levels.</p>	<p>4 children (R-Y2) are currently accessing speech and language support and will continue to do so over the next year. 3 of these children have been referred to the speech therapist.</p> <p>Of all of the children in receipt of Pupil Premium there are a further 14 children (R-Y2) who have received speech and language input at some point in their school career and no longer require this support due to effective early identification and intervention.</p> <p>When tracking 7 children through to the end of Y2 the outcomes were as follows:</p> <table border="1" data-bbox="890 898 1358 1171"> <thead> <tr> <th data-bbox="890 898 1038 1077">Subject</th> <th data-bbox="1038 898 1198 1077">KS1 Interim Assessments % achieving expected level or more</th> <th data-bbox="1198 898 1358 1077">KS1 Interim Assessments % at Greater Depth</th> </tr> </thead> <tbody> <tr> <td data-bbox="890 1077 1038 1111">Reading</td> <td data-bbox="1038 1077 1198 1111">71%</td> <td data-bbox="1198 1077 1358 1111">14%</td> </tr> <tr> <td data-bbox="890 1111 1038 1144">Writing</td> <td data-bbox="1038 1111 1198 1144">71%</td> <td data-bbox="1198 1111 1358 1144">0%</td> </tr> <tr> <td data-bbox="890 1144 1038 1171">Maths</td> <td data-bbox="1038 1144 1198 1171">57%</td> <td data-bbox="1198 1144 1358 1171">29%</td> </tr> </tbody> </table> <p>This shows the clear impact that this has had in allowing the children to access the curriculum and improve levels of attainment.</p>	Subject	KS1 Interim Assessments % achieving expected level or more	KS1 Interim Assessments % at Greater Depth	Reading	71%	14%	Writing	71%	0%	Maths	57%	29%
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Reading	71%	14%												
Writing	71%	0%												
Maths	57%	29%												
<p>Kool Kidz Programme</p>	<p>Kool Kidz Programme is established as an intervention group for children who have fine/gross motor needs. The children are assessed, intervention is planned and progress is reviewed. Over time we expect to see an improvement in a child's ability to settle into class, in paying attention and in cooperation during dressing and other care activities.</p>	<p>11 children in receipt of pupil premium (R-Y2) were identified as having a need in this area and accessed this as an intervention. Some of the children have accessed this more than once.</p> <p>This programme worked particularly well for children who were also accessing behaviour support and for a child who had additional needs due to a physical condition. All of the children became more settled in class and were more focused on their learning. It has also impacted in children's handwriting and fine motor skills.</p>												

Engaging Parents:

Spent on	Aim											
Understanding Your Child (Parenting Course - Solihull Approach - part funded)	<p>10 week programme for everyone who wants to know more about parenting, to understand their children and understand their children's behaviour. A crèche is available to ensure that parents with young children can attend.</p> <p>For all children starting in Reception a two hour workshop, 'Understanding Your Child', as part of the induction process. This will equip parents with basic knowledge about child development and how to interact with their child effectively during this crucial stage of development. Aim for 95% uptake.</p>	<p>A workshop was delivered for all parents in Reception in the Autumn Term. Six parents in receipt of Pupil Premium attended, one parent had already completed the course and one parent signed up for the next full course.</p> <p>One parent participated in the programme whose child was in receipt of Pupil Premium. This course comes highly recommended by parents: <i>'This course has been really useful to make you think about things from your child's point of view. I would highly recommend it to others.'</i></p>										
Delivery of workshops to upskill parents in how to effectively support their child at home (part funded)	<p>Deliver literacy and numeracy courses for parents so that they are upskilled to be able to support their child's learning at home. Aim for 100% uptake of parents of children eligible for Pupil Premium.</p>	<table border="1"> <thead> <tr> <th>Year Group</th> <th>Attending at least one workshop</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>95%</td> </tr> <tr> <td>Y1</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>92%</td> </tr> <tr> <td>Overall</td> <td>95%</td> </tr> </tbody> </table> <p>Whilst the target of 100% was not attained the outcomes are still showing a high level of parental engagement, ensuring that parents are greater equipped to support their child at home, this will also contribute to the closing of the attainment gap and outcomes described earlier in the report. Of all of the children 3 families did not attend any of the sessions.</p>	Year Group	Attending at least one workshop	R	95%	Y1	100%	Y2	92%	Overall	95%
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Overall	95%											
Family Learning - HLTA to support	2 x 10 week programmes to support parents in how to	This was a fully funded course. None of the parents in receipt of Pupil										

<p>the delivery of this programme in Reception. (part funded)</p>	<p>effectively support their child with their learning at home so that there is a consistent approach between school and home. Give parents the opportunity to gain further qualifications in literacy, numeracy and ICT.</p>	<p>Premium attended this in 2015-16. The majority opted for the workshops run in school instead.</p>
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Summary

Through the school's self-evaluation process evidence suggests that the intervention strategies have been very successful and that they have had a very positive impact on the progress, standards and achievement of those pupils entitled to the additional funds.

Action Plan for 2016-17

School Life:

Spent on	Aim
Funding places on school trips/visits	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.
Funding clubs and extra-curricular activities, including access to breakfast club	To ensure the children are able to participate and to give children the opportunity to experience new and challenging activities. Give parents access to pre-school care so that children in receipt of PP have fair access and opportunities for participation and are coming to school ready to learn.
Purchase uniform and PE kit for families	Ensure that families are supported to purchase the necessary equipment for their children so that they are fully prepared for school and properly equipped.
Pastoral Support	Funding for staff members to deliver targeted support for individual and groups of children. This will support children in the development of their social and emotional aspects of learning, so that they are prepared and ready to learn.
Counsellor and Staff Training	As part of the Market Drayton Learning Partnership the school will employ a counsellor for two days a week to deliver targeted support for identified pupils. One member of staff will complete 'Play Therapy' training and will be ready to deliver this in school to support children in the next academic year.
Behaviour Support	An independent consultant to support children who have been identified with a behavioural need. Training for all staff on positive behaviour management to strengthen the whole school ethos on positive behaviour management.

Curriculum Support:

Spent on	Aim
<p>Targeted TA intervention e.g. ELS, RWInc, Maths, Phonics</p>	<p>Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement.</p> <p>All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. The main focus will be in Literacy and Numeracy.</p>
<p>Targeted teacher intervention e.g. maths and writing</p>	<p>Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.</p> <p>To help children reach their full potential and close the attainment gap.</p>
<p>Speech and Language Support (part funded)</p>	<p>To ensure that children make accelerated progress in their speech and language development so that they are able to communicate at age appropriate levels.</p>
<p>Training of staff - Talk Boost</p>	<p>Purchase resources for Talk Boost and have staff trained to deliver this targeted intervention from the autumn term.</p> <p><i>Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in school by classroom teachers and assistants and provides a structured programme that accelerates children's progress in language and communication by an average of 18 months after a ten week intervention.</p>

Kool Kidz Programme	Kool Kidz Programme is established as an intervention group for children who have fine/gross motor needs. The children are assessed, intervention is planned and progress is reviewed. Over time we expect to see an improvement in a child's ability to settle into class, in paying attention and in cooperation during dressing and other care activities. This should also have an impact on handwriting.
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Engaging Parents:

Spent on	Aim
Understanding Your Child (Parenting Course - Solihull Approach - part funded)	<p>10 week programme for everyone who wants to know more about parenting, to understand their children and understand their children's behaviour. A crèche is available to ensure that parents with young children can attend.</p> <p>For all children starting in Reception a two hour workshop 'Understanding Your Child' as part of the induction process. This will help equip parents with basic knowledge about child development and how to interact with their child effectively during this crucial stage of development.</p>
Delivery of workshops to upskill parents in how to effectively support their child at home (part funded)	<p>Deliver literacy and numeracy courses for parents so that they are upskilled to be able to support their child's learning at home. Aim for 100% uptake of parents of children eligible for Pupil Premium.</p>
Family Learning - HLTA to support the delivery of this programme in Reception. (part funded)	<p>2 x 10 week programmes to support parents in how to effectively support their child with their learning at home so that there is a consistent approach between school and home.</p> <p>Give parents the opportunity to gain further qualifications in literacy, numeracy and ICT.</p>

More detailed information sits behind this report for the governing body so that they can hold the school to account in relation to Pupil Premium. This includes:

- Detailed budget information

- More in-depth analysis of outcomes for Foundation Stage, Phonics Screening and end of KS1 assessments
- Anonymous case studies related to individual children

Early Years Pupil Premium

The early years pupil premium (EYPP), is for early years providers who are delivering the funding entitlement for 3- and 4-year-olds. The funding equates to up to £300 extra per year for each disadvantaged child who meets the eligibility criteria.

The funding has to be applied for on a termly basis and the school has received a total of £3490 over the course of the academic year. The school has worked very hard to ensure that as many people entitled to this has increased. In the autumn term the school only had 3 pupils eligible and this increased to 20 by the end of the school year.

Spent on	Aim	Impact								
Funding places on school trips/visits	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.	This has ensured full participation in all aspects of school visits as there are not any pressures on the families to fund visits. 100% of children entitled to Pupil Premium received this funding for a visit to the farm.								
Targeted teacher intervention/ Targeted TA intervention As identified by the nursery teachers	Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement. All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. The main focus will be in Literacy and Numeracy. In the case of nursery aged children this will be to help ensure that the number of children entering school 'school ready' increases - i.e. working at	A TA was employed to do some additional intervention over the autumn and spring terms working one to one and with small groups of children. Work focused on developing early talk and fine motor - pre-writing skills. Main Nursery: 12 Children by the end of the year; however in the autumn term there were just 3. Most of these children were working in the 22-36 age band at the start of the year. The percentage leaving 'school ready' i.e. 40-60L were: <table border="1" data-bbox="893 1780 1476 2004"> <thead> <tr> <th>Area of learning</th> <th>Percentage at 40-60L</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>75%</td> </tr> <tr> <td>Number</td> <td>83%</td> </tr> </tbody> </table>	Area of learning	Percentage at 40-60L	Reading	75%	Writing	75%	Number	83%
Area of learning	Percentage at 40-60L									
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	<p>the start of the 40-60 age bands (40-60L).</p>	<table border="1"> <tr> <td>Shape, space and measure</td> <td>83%</td> </tr> <tr> <td>40-60L all areas</td> <td>75%</td> </tr> </table> <p>Satellite Nursery: 6 Children by the end of the year (0 in autumn, 2 in spring).</p> <table border="1"> <thead> <tr> <th>Area of learning</th> <th>Percentage at 40-60L</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83%</td> </tr> <tr> <td>Writing</td> <td>83%</td> </tr> <tr> <td>Number</td> <td>50%</td> </tr> <tr> <td>Shape, space and measure</td> <td>83%</td> </tr> <tr> <td>40-60L all areas</td> <td>50%</td> </tr> </tbody> </table>	Shape, space and measure	83%	40-60L all areas	75%	Area of learning	Percentage at 40-60L	Reading	83%	Writing	83%	Number	50%	Shape, space and measure	83%	40-60L all areas	50%
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<p>Speech and Language Support (part funded)</p>	<p>To ensure that children make accelerated progress in their speech and language development so that they are able to communicate at age appropriate levels.</p>	<p>7 of these children have received speech and language input. 6 have been removed from the register following early intervention and their speech and language development is now on track for age related expectations. 2 of the children have been referred to the speech therapist. This shows the impact of that early intervention and children being ready for school.</p>																
<p>Staff Training (funding for release)</p>	<p>Access training through the North Shropshire Teaching School Alliance's Early Years Project:</p> <ul style="list-style-type: none"> - Early Talk - Phonics - Maths - Writing - Outdoor learning 	<p>All staff in the nursery across both settings have accessed at least one of the training events. Staff have then had time to disseminate this across the nursery setting. This has resulted in staff being more skilled to deliver quality learning and teaching and identifying children who need further support and early intervention. Evaluation of the training overall showed that staff unanimously rated the training 10/10. <i>'We received clear, accurate steps for progression to build on in children's play'</i> <i>'It's made me understand what I teach more and reflect on my own teaching.'</i></p>																

		<p><i>'We were given a wealth of approaches and strategies.'</i></p> <p><i>'There is now greater consistency across the setting.'</i></p>
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